DOCUMENT RESUME

ED 357 123 UD 029 203

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TITLE	Bilingual Education Through the Arts (Project BETA). Community School District 7. 1991-92 Final Evaluation Profile. OREA Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE	7 Jul 92
CONTRACT	G008710370
NOTE	16p.; For the 1990-91 report, see ED 347 235.
AVAILABLE FROM	Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Art Appreciation; *Art Education; *Bilingual Education Programs; Curriculum Development; Elementary Education; Elementary School Students; *English (Second Language); *Limited English Speaking; Music; Native Language Instruction; Reading Instruction; Spanish Speaking; Staff Development; Urban Schools; *Visual Arts; Workshops
IDENTIFIERS	Language Minorities; New York City Board of Education; *Project BETA NY; *Transitional Bilingual Education Programs

ABSTRACT

Project Bilingual Education Through the Arts (BETA) admitted students who scored at or below the 40th percentile on the Language Assessment Battery and were thus certified as limited English proficient (LEP) students as well as a limited number of English proficient (EP) students. In 1991-92, the fifth year of a 5-year cycle, the program enrolled 142 male and 201 female students in kindergarten through grade six in New York City. Project BETA supplemented the existing bilingual education program at two schools by offering Spanish-speaking LEP and EP students a program of instruction in music or visual arts. Workshops and field trips were offered. The Learning To Read through the Arts program was a framework for students' linguistic development. Project BETA was fully implemented and met its objectives for English as a Second Language, arts appreciation, staff development, curriculum development, and parent participation. It did not meet its objectives for native language arts, and recommendations center on improving native language arts for participants. Appendix A contains information on data collection and analysis, and Appendix B describes instructional materials. (SLD)

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OREA Report

Bilingual Education through the Arts
(Project BETA)
Community School District 7
Transitional Bilingual Education Grant G008710370
1991-92

FINAL EVALUATION PROFILE

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Bilingual Education through the Arts
(Project BETA)
Community School District 7
Transitional Bilingual Education Grant G008710370
1991-92

FINAL EVALUATION PROFILE

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ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment. Thanks are due to Marc Augustin for collecting the data and writing the report.

Additional copies of this report are available from:

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

Bilingual Education through the Arts
(Project BETA)

Community School District 7, Bronx
Grant Number: G008710370
1991-92

EXTRACT

PROJECT COORDINATOR: Ms. Yvette Parsi Boronow FUNDING CYCLE: Year 5 of 5

SITES

School	C.S.D.	Grade Levels	Enrollment*
P.S. 5X	7	K-6	135
P.S. 27X	7	K-6	208

*The project enrolled 343 students (23 less than in the previous year). Male students numbered 142, female 201.

STUDENT BACKGROUND

Native Language	Number of Students
Spanish	343

Countries of Origin	Number of Students
Puerto Rico	142
United States	126
Dominican Republic	32
Honduras	11
Ecuador	8
Mexico	6
Other	4
Unreported	14

Median Years of Education in Native Country: 3.0; in the United States: 3.0

Percentage of Students Eligible for Free Lunch Program: 99.7

ADMISSION CRITERIA

The project admitted students who scored at or below the 40th percentile on the Language Assessment Battery (LAB) and were thus certified as limited English proficient (LEP) students. The project also admitted a small number of English proficient (EP) students who would benefit from the program and whose parents requested placement.

PROGRAMMING

Design Features

Project BETA was designed to supplement the existing bilingual education program at two schools, P.S. 5 and P.S. 27, in Community School District (C.S.D.) 7 by offering Spanish-speaking LEP and EP students a program of instruction in music or visual arts. The project provided workshops in musical arts at P.S. 5 and visual arts at P.S. 27 and offered all project students field trips to events and sites of interest throughout the city.

Project BETA used the Learning to Read Through the Arts program as a framework for students' linguistic development. The design also incorporated plans for staff training and parental involvement.

Capacity building. C.S.D. 7 has been contributing continuously to the funding of the project and planned to take it over in the fall of 1992.

Strengths and Limitations

Project BETA carried out those activities it had proposed in its design. The project director reported that students developed a greater awareness of themselves and their potential and were noticeably more enthusiastic. Project BETA staff reported that students' interest in the arts motivated them to create in other areas. Class discussions helped them acquire vocabulary quickly.

As in the previous year, budgetary constraints limited the number of books that the project could purchase as well as the number of visits to cultural institutions that it could sponsor.

CONCLUSIONS AND RECOMMENDATIONS

Project BETA was fully implemented. As it had done last year, it met its objectives for E.S.L., arts appreciation, staff development, curriculum development, and parental involvement. Also similar to last year, the project failed to meet its objective for N.L.A.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Explore ways in which to increase the N.L.A. skills of participating students.

PROGRAM ASSESSMENT

STAFFING

Project Staff funded by Title VII

Title	Degree	Language Competencies	Title VII Funding	Other Funding
Project Director	MA., P.D.	Spanish	Part-time	C.S.D. 7
Paraprofessional	College credits	Spanish	Full time	
Paraprofessional	College credits	Spanish	Full time	

Other Staff Working With Project Students (Total 16)

Title	Degree	Certification	Language Competencies and Teaching/ Communicative Proficiencies (TP/CP)*
Teachers 16	M.A. 16	Bil. Common Branches 16	Spanish TP 16

All staff had certification in the areas they served.

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

A thematic and whole language approach was used for students' Spanish- and English-language instruction. Teachers developed lessons from the themes introduced in arts-oriented workshops and on visits to cultural events. Each student had a portfolio that traced their progress. Students gathered in small groups for linguistically-based arts projects, profiting from cooperative learning strategies. The arts projects also provided classroom teachers with a setting to stimulate classroom discussion.

English as a Second Language (E.S.L.)

Students received five periods of E.S.L. instruction each week. Instructional strategies included peer tutoring, cooperative learning, dramatization, singing, story mapping, and drawing. For a list of instructional materials see Appendix B.

- By June 1992, as a result of participating in the program, students will demonstrate achievement beyond expectation in English as a Second Language ($p<.05$) in N.C.E.s as measured by the English version of the Language Assessment Battery (LAB).

*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: May 1991; posttest: May 1992.

Number of students for whom pre- and posttest data were reported: 255

Mean gain: 2.6 N.C.E.s (s.d.=15.1)

Mean gain is statistically significant (t=2.77, p<.05).

Project met E.S.L. objective.

Native Language Arts (N.L.A.)

Students lacking literacy skills in native language: estimated at one percent.

Project students received five periods of N.L.A. instruction each week. Instructional strategies included peer tutoring, singing, grouping, story mapping, and drawing. See Appendix B for a list of instructional materials.

- By June 1992, as a result of participating in the program, students will demonstrate achievement beyond expectation (p<.05) in N.C.E.s on the Spanish version of the Language Assessment Battery (LAB).

Evaluation Instruments: Pretest, Reading Subtest of Spanish LAB, May 1991; posttest, Examen de Lectura en Español (ELE), May 1992.**.

Number of students for whom pre- and posttest data were available: 105

Mean gain: 1.0 N.C.E. (s.d.=18.5)

Mean gain is statistically non-significant (t=.53,p>.05)

Project did not meet N.L.A. objective.

Arts Appreciation

Art cluster teachers used workshops to develop students' art aptitude and skills. Cooperative learning strategies culminated in students creating a variety of art projects or performing together. Students' art was displayed in classrooms, at local businesses, and at the Bronx Museum of the Arts. Students in the music component performed flamenco and other dances at events sponsored by Project BETA. During the spring of 1992, a two-week exhibit of students' art was presented at the Bronx Museum of the Arts. Lesson plans in music and the visual arts were also displayed at the museum to emphasize the project's goal of achieving language proficiency through the arts.

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*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

**Details for the evaluation design using the spring 1991 Spanish LAB administration as a pretest and the spring 1992 ELE administration as posttest will be forthcoming.

- By June 1992, 80 percent of the participating students will demonstrate knowledge and appreciation of various art forms.

Evaluation Indicator: Teacher-made surveys.

Number of students for whom art performance data were reported: 301

All students demonstrated a knowledge and appreciation of the arts.

Project met arts appreciation objective.

Attendance

Project BETA did not propose any attendance objective. Last year the project students' attendance rate was 93.4 percent. This year the attendance rate was 89.4 for P.S. 5, and 89.9 for P.S. 27.

Dropout

There were no dropouts for 1991-92. Thirty-one students (9.0 percent of participants) were withdrawn by their parents. No dropout prevention objective was proposed.

Grade Retention

No students were retained in grade. This was an improvement from last year's rate of grade retention (2.5 percent). No grade retention objective was proposed.

Students With Special Academic Needs

Referral to special education. No students were referred to special education. Had there been, project BETA staff would have followed the procedures established by C.S.D. 7 for referring students to special education, in accordance with regulations promulgated by the New York City Public Schools. Classroom teachers would refer the student to the guidance counselor, who would consult parents before advising the bilingual School-Based Support Team (S.B.S.T.). Three members of the team at P.S. 27 spoke the language of the students being evaluated, while none did at P.S. 5. The project did not provide any services for disabled students.

Remedial programs. No students were referred to remedial programs. The project did not provide any remedial services.

Gifted and talented programs. No students were referred to gifted and talented programs. The project did not provide any services to students who might have been gifted and talented.

Mainstreaming

As in the previous year, no students were mainstreamed. No participating students were mainstreamed after the 1991-92 school year ended.

Academic achievement of former project students in mainstream. The project did not provide data on former project participants in the mainstream.

Staff Development

The project director disseminated informal letters to inform teachers about materials, activities, curricula, etcetera.

- Participating teachers will demonstrate a greater ability to use various art forms in their E.S.L. and Spanish reading instruction as measured by lesson plans and classroom demonstrations.

Participating teachers coordinated lessons with arts-cluster teachers. Ongoing staff training and attendance at arts events improved teachers' use of art forms in their E.S.L. and Spanish reading instruction, as identified by periodic classroom observations, reviews of lesson plans, and ongoing teacher evaluation.

Project met objective for staff development in instructional use of art.

- All program staff will participate in teacher training conferences and workshops.

All Project BETA teachers attended training workshops and conferences given by the district office.

Project met objective for staff participation in conferences and workshops.

- Sixty percent of program staff members will enroll in at least one university course each semester.

The staff director reported that more than 60 percent of the staff members enrolled in a university course each semester.

Project met objective for staff enrollment in university courses.

Curriculum Development

- By June 1992, a manual containing learning activities and methods used for E.S.L. and Spanish reading will be prepared by participating teachers and staff.

Grade-appropriate curriculum guides were developed and were used by participating teachers. With the help of the guides, Project BETA staff and faculty achieved uniformity throughout all project classrooms at both sites.

Project met objective for curriculum development.

Parental Involvement

- By June 1992, 60 percent of the parents of target students will have participated in program-related activities.

- By June 1992, 60 percent of the parents of target students will have participated in E.S.L. and Spanish reading activities.

The project conducted six parent meetings offering E.S.L., Spanish reading, and arts activities. In addition, there were special assemblies and a flamenco show for parents. Parents also participated in field trips and art exhibits. The project director reported that 60 percent of the parents of target students participated in these activities.

Project met both parental involvement objectives.

CASE HISTORY

E.P. was a model fourth grade student in Project BETA at P.S. 27. Initially very shy, she was encouraged to participate in class and was praised for trying. This motivated her to study and try harder, and E.P. went from the 15th percentile to the 50th percentile in mathematics scores. E.P. improved her spelling and sentence structure, and she is now very creative in her writing. E.P. has also gone on to read more advanced books. She has also come out of her shell and is getting along better with her peers.

APPENDIX A

DATA COLLECTION AND ANALYSIS

COLLECTION

OREA evaluation consultants visit sites and interview key personnel. The project director gathers data and, with the consultant, completes forms (as shown below) as necessary.

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

ANALYSIS

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. Scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To test whether a difference between two proportions (e.g., program and mainstream attendance rates) is

greater than could be expected by chance, OREA uses a *z*-test and reports the differences between the two proportions. The level of significance is set at .05 for all tests.

Techniques For Minimizing Error

The evaluation procedures minimize error by providing for proper administration of evaluation instruments through a combination of testing at 12-month intervals, appropriate analysis procedures and reporting.

Instruments of measurement include the LAB (see above), the Degrees of Reading Power (D.R.P.) test, the Metropolitan Achievement Test--Mathematics (MAT-Math), El Examen de Lectura en Español (ELE), Likert-type scales (see above), and project-developed tests. Except for Likert scales and project-developed tests, these instruments are scored on a citywide basis at the Scan Center of the New York City Public Schools.

APPENDIX B

INSTRUCTIONAL MATERIALS

Instructional materials used include program-developed, teacher-made, and commercially produced materials. Multimedia library centers contained books, filmstrips, audio tapes, records, and games in order to: (a) reinforce skills in E.S.L. and Spanish reading; (b) provide independent and enjoyable activities; and (c) encourage research and creative writing. Program staff used BETA-developed manuals as training materials for participating teachers as well as providing them with consumable art supplies and materials for implementing activities in the curriculum.

Some of the basic instructional texts used included the following:

E.S.L.

E.S.L. Activity Kit by E. Claire, published by Prentice Hall, 1989.
BETA Curriculum Guide by Project BETA teachers, published by C.S.D. 7.
Open the Light by C. Carruthers, published by Addison Wesley, 1982.
Where the Wild Things Are by Maurice Sendak, published by Harper & Row, 1963.
Complete E.S.L./E.F.L. Resource Book published by National Textbooks.

N.L.A.

BETA Curriculum guide by Project BETA teachers, published by C.S.D. 7.
Triunfos published by Mclain, 1986.
Campanitas de Oro, Spanish Big Books published by Lectorum Publishing Co., 1988.
Spanish Reading Series published by Houghton Mifflin, 1989.

Other instructional materials included *Holt's Mathematics* (1985) and *Holt Ciencia* (1980), both published by Holt, Rinehart & Winston, and *HBJ Ciencia* (1985) published by Harcourt Brace Jovanovich.

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